



Welcome to the Learning Dynamics Texas webinar training! This is the 3rd session –

## Training Sessions Overview

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- Session 1 – Foundations of the Curriculum and Getting Started
- Session 2 - Program / Lesson Internalization for Educators
- Session 3 - Program / Lesson Internalization for Caregivers

In Session 1 you learned about the Foundations of the Curriculum and how to Get Started.

Now we will move on to:

**Session 3 – Entitled: Program / Lesson Internalization for Caregivers.**

### **Session 3 – Program / Lesson Internalization for Caregivers**

#### **Caregivers will:**

- Know how to prepare to teach a lesson
- Understand the three types of lessons:
  - Letter lessons
  - Review lessons
  - Blending lesson
- Learn how to facilitate small group or individual reading time
- Learn ideas for supports for all learners

By participating in this session, you will:

- **Know how to prepare to teach a lesson**
- Understand the three types of lessons. These lessons types are taught one at a time and in the order you will find them in the Lesson manual.
- The 3 types of lessons are:

- Letter lessons
- Review lessons
- Blending lesson
- You will also learn how to facilitate small group or individual reading time. This is when the student(s) read the decodable reading books to you individually or in a small group of 2-4 student(s)
- And then you will learn ideas for supports for all learners.

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Lets start with the How to prepare to teach a lesson.... But first...

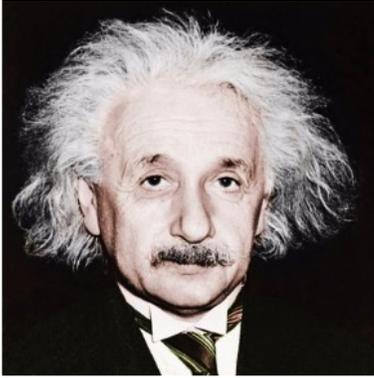
## Prepare to Teach a Lesson

Answer the following questions in your participant notebook:

- What elements makes teacher curriculum or student materials “good”?
- What makes curriculum frustrating to use?

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- What elements make teacher curriculum or student materials “good”?
- What makes curriculum frustrating to use?



“I never teach my pupils; I only attempt to provide the conditions in which they can learn.”

– Albert Einstein

Albert Einstein said: “I never teach my pupils; I only attempt to provide the conditions in which they can learn.”

Your preparation is an important step to make sure the conditions are right for a child to learn.

This preparation includes helping set up conditions for them to reinforce their learning at home.

So, how do we do that?

### Get Organized!

1. Download and test music
2. Print ABC Name/Sound Log
3. Print Reading Log

Its actually very simple:

As you are preparing to teach the program, there are several things you can do to help you be organized and ensure you have success with your student(s).

These are:

1. Download and test music
2. Print ABC Name/Sound Log
3. Print Reading Log

We will look at each one of these in detail.



## 1. Download and Test Music

If you don't have a music CD,  
download the Music from:

Learning Dynamics Texas Resource  
Site:

[www.learningdynamicstexas.com](http://www.learningdynamicstexas.com)



The first thing to prepare is to download and test the Music.

Some users may have a music CD and some may not. Either way, you can go to the Learning Dynamics Texas Resource Site, and download the music.

All of it is available online for you to use.

You will use the music in each lesson.







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write the next book number in the next square when you give the student that next book.

### **Session 3 – Program / Lesson Internalization for Caregivers**

#### **Caregivers will:**

- Know how to prepare to teach a lesson
- Understand the three types of lessons:
  - Letter lessons
  - Review lessons
  - Blending lesson
- Learn how to facilitate small group or individual reading time
- Learn ideas for supports for all learners

Now that you are prepared to teach the lessons, let's look at the three types of lessons.

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First we have the Letter Lessons.

## Let's Teach!

Letter lessons are where the students learn:

- Each letter and the sound(s) they make
- How to blend sounds together to make words

These lessons:

- Taught 3 times each week
- Take approximately 25 minutes
- Use the same format each time
- 56 total lessons



The Letter Lessons are where the student(s) will learn each of the letters and the sounds they make.

As well as how to blend these sounds together to make words and start reading.

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Try to teach 3 Letter Lessons per week.

Each lesson is approximately 25 minutes long.

All of the Letter Lessons follow same format, so once you have taught one lesson you know how to teach all the lessons. Follow the Lesson Manual and teach the lessons in order – so start with Lesson 1 and go all way through to Lesson 56.

## The Power of Consistency

Each lesson follows the same format (six simple steps). Repetition and consistency brings about success in young learners.

1. Preparation/Introduction
2. Story
3. Letter Song
4. Activity
5. Final Check
6. Blending

## Engaging multiple Learning Styles



See the letter



Say the letter  
and sound



Hear a story  
emphasizing the letter



Sing about the  
letter



Trace, draw, and  
analyze the letter



Practice the name  
and sound

Each lesson follows the same format which is made up of 6 simple steps. Following the same format allows consistency for the student(s) and teacher(s).

Repetition brings success.

Lets talk about these 6 steps.

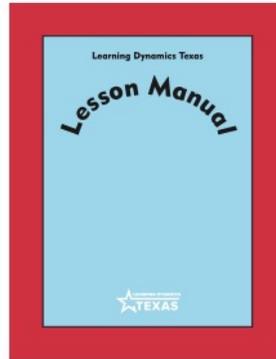
1. Preparation/Introduction
2. Story
3. Letter song
4. Activity
5. Final check
6. Blending

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The lessons engage multiple learning styles. As we mentioned in session 1, children will see the letter, say the letter and sound(s) it makes, hear a story emphasizing the

letter, sing about the letter, trace, draw, and analyze its sound with familiar words, and practice the sound until it is learned.

Let's take a look at these steps in more detail.



Get out the Lesson Manual in your materials and following along as we go through the 6 steps of a Letter Lesson.



Get out the Lesson Manual in your materials and follow along as we go through these 6 steps of a Letter Lesson.

## Step 1: Preparation/Alphabet Song

- a. Get out the Pop-Out Reward Pieces for the lesson (one for each student).
- b. Get out the Letter flashcards for the Lesson
- c. Begin: Sing the Alphabet Song with the students using picture flashcards

<p><b>Duration of lesson:</b> 20 minutes (Read through the lesson)</p> <p><b>LETTER:</b> Mm</p> <p><b>PRONUNCIATION:</b> /m/ as in mouse</p> <p><b>PREPARATION:</b> Punch out Morty Mouse from the popout letter piece card.</p> <p><b>ALPHABET SONG:</b> (Phonics, Phonemic awareness - 2 minutes) Play track #1 of the music. Show the picture flash cards to the student(s) as you sing along with the Music.</p> <p><b>LETTER REVIEW:</b> (Phonics - 1 minute)</p>	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><b>Lesson 1</b></p>  <p style="font-size: 2em; font-weight: bold;">Mm</p> </div>
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**LETTER LESSON:**

**Introduction:** (Phonics - 1 minute) Show the student(s) the letter card and say: *This is the letter "m." There is a big "M" and a small "m." It says /m/. What letter is this?*

Point to the card and say "m" together. Ask the student(s): *What does it say?*

Say /m/ together: *Good.*

**Story:** (Phonemic awareness - 2 minutes)  
Use the mouse to tell the story. Emphasize the letter sound.

*Morty Munching Mouse loves to munch.  
Munch, munch, munch. (munch—rub tummy)  
Morty Munching Mouse munches macaroni.  
Munch, munch, munch. (munch—rub tummy)  
Morty Munching Mouse munches muffins.  
Munch, munch, munch. (munch—rub tummy)  
Morty Munching Mouse munches mushrooms. Munch, munch, munch. (munch—rub tummy)  
But most of all, Morty Munching Mouse loves to munch on M&M's™ —"munchmunchmunch." (Rub tummy) Munch, munch, munch. He just might munch on you!*

Let's use Lesson 1 , the letter M as an example.

Any preparations you need to make before you teach the lesson are listed in the box at the top of the lesson.

Get out the Pop-Out Reward Pieces for the letter in that lesson.

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Get out the flashcards for the lesson. Picture flashcards for the alphabet song and the blue letter flashcard for the letter in that lesson.

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At the beginning of every Letter Lesson sing the Alphabet song with the student(s) using the picture flashcards.

This song can be downloaded from the Learning Dynamics Texas Resource Site.

(click the slide)

Now you are ready to begin the Letter Lesson.

## Step 2: Introduce the letter

- Teach the sounds of the letters correctly:- “m” says /mmm/ NOT “muh”
- Use the Blue Letter Flashcard to teach the new letter and sound
- Show the letter to the students, tell them the name of the letter and what sound it makes.
- Check understanding by asking the students to repeat what the letter is and the sound it makes

**ALPHABET SONG:** (Phonics, Phonemic awareness - 2 minutes)  
Play track #1 of the music. Show the picture flash cards to the student(s) as you sing along with the music.

**LETTER REVIEW:** (Phonics - 1 minute)



**LETTER LESSON:**

→ **Introduction:** (Phonics - 1 minute) Show the student(s) the letter card and say: *This is the letter “m.” There is a big “M” and a small “m.” It says /m/. What letter is this?*

Point to the card and say “m” together. Ask the student(s): *What does it say?*

Say /m/ together. *Good.*

**Story:** (Phonemic awareness - 2 minutes)  
Use the mouse to tell the story. Emphasize the letter sound.

*Morty Munching Mouse loves to munch.  
Munch, munch, munch. (mummm—rub tummy)  
Morty Munching Mouse munches macaroni.  
Munch, munch, munch. (mummm—rub tummy)  
Morty Munching Mouse munches muffins.  
Munch, munch, munch. (mummm—rub tummy)  
Morty Munching Mouse munches mushrooms. Munch,  
munch, munch. (mummm—rub tummy)  
But most of all, Morty Munching Mouse loves to munch  
on M&M’s™—“mummmmmmmmm.” (Rub tummy) Munch,  
munch, munch. He just might munch on you!  
(Pretend to munch on the child)*

**Letter Song:** (Phonemic awareness - 3 minutes) Play track #2 of the music. Sing along with the “m” song.

**Activity Page:** (Phonemic awareness - 3 minutes) Found in the Student Activity Book on page 1. Show the student(s) how to write the letter “m.” Have the student(s) cross out the picture that **does not** start with the sound of /m/ and color the pictures that **do** start with the /m/ sound.

**Letter Song:** (Phonemic awareness - 3 minutes) Sing the “m” song again. Repeat the chant of “m” words, pointing to the words and pictures on the back of this page as you chant.

The next step is the Introduction of the letter in the lesson: This is where you will teach the letter name and its corresponding sound. This is explicit Phonics instruction and it should take you about 1 minute to teach. Make sure you pay close attention to say the sounds of the letters correctly! For example, the letter “m” says /m/ - not /muh/ “muh”. The letter “d” says /d/ - not /duh/ “duh” and so on.

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Use the blue letter flashcard to introduce the letter you are teaching.

(click the slide)

Show the letter to the student(s). Tell them the name of the letter and what sound it makes. Tell the student(s) that there is a big letter (or a capital letter), turn the flashcard around and a small letter (or a lower case letter) and that both letters make the same sound.

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Ask the student(s) “what letter is this? What does it say?”. Great.

### Step 3: Tell the story

The story takes about 2 minutes and brings about Phonemic Awareness

- Use the Pop-Out Reward Piece to tell the story
- Over-emphasize the beginning sound of the new letter in the words of the story.

**LETTER RECOGNITION**

**Introduction:** (Phonics - 1 minute) Show the student(s) the letter card and say: *This is the letter "m." There is a big "M" and a small "m." It says /m/. What letter is this?*

Point to the card and say "m" together. Ask the student(s): *What does it say?*

Say /m/ together. *Good.*

→ **Story:** (Phonemic awareness - 2 minutes) Use the mouse to tell the story. Emphasize the letter sound.

*Morty Munching Mouse loves to munch. Munch, munch, munch. (mmm—rub tummy) Morty Munching Mouse munches macaroni. Munch, munch, munch. (mmm—rub tummy) Morty Munching Mouse munches muffins. Munch, munch, munch. (mmm—rub tummy) Morty Munching Mouse munches mushrooms. Munch, munch, munch. (mmm—rub tummy) But most of all, Morty Munching Mouse loves to munch on M&M's™ —"munchmunchmunch." (Rub tummy) Munch, munch, munch. He just might munch on you! (Pretend to munch on the child)*

**Letter Song:** (Phonemic awareness - 3 minutes) Play track #2 of the music. Sing along with the "m" song.

**Activity Page:** (Phonemic awareness - 3 minutes) Found in the Student Activity Book on page 1. Show the student(s) how to write the letter "m." Have the student(s) cross out the picture that **does not** start with the sound of /m/ and color the pictures that **do** start with the /m/ sound.

**Letter Song:** (Phonemic awareness - 3 minutes) Sing the "m" song again. Repeat the chant of "m" words, pointing to the words and pictures on the back of this page as you chant.

**Final Check:** (Phonics and Phonemic awareness - 5 minutes) Ask the student(s): *What letter is this? What does it say? Can you tell me a word that starts with the sound of /m/? Good! Now you may keep this little Morty Mouse. He will help you remember what "m" says.*

**Optional Activity:** (Phonemic awareness) Play the "M&M game." Look for things in the classroom that start with

Next you will tell the Story: This is where you will teach Phonemic awareness and it takes about 2 minutes.

The story is to help the student(s) hear the letter's sound in words.

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Use the Pop-Out Reward Piece as a visual while you are telling the story.

(click the slide)

Make sure to emphasize the sound of the letter you are learning in the words as you say them in the story.

## Step 4: Sing the letter song

The song re-emphasizes phonetic awareness takes about 3 minutes.

- Use the visual on the back of the Letter Lesson page
- Say the sound of the letter correctly
- Song lyrics are found in the Program Guide

*Munch, munch, munch. (mmmm—rub tummy)  
Morty Munching Mouse munches mushrooms. Munch,  
munch, munch. (mmmm—rub tummy)  
But most of all, Morty Munching Mouse loves to munch  
on M&M's™—“munchmunchmunch.” (Rub tummy) Munch,  
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→ **Letter Song:** (Phonemic awareness - 3 minutes) Play track #2 of the music. Sing along with the “m” song.

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**Final Check:** (Phonics and Phonemic awareness - 5 minutes) Ask the student(s): *What letter is this? What does it say? Can you tell me a word that starts with the sound of /m/? Good! Now you may keep this little Morty Mouse. He will help you remember what “m” says.*

**Optional Activity:** (Phonemic awareness) Play the “M&M game.” Look for things in the classroom that start with the sound of /m/. Each time the student(s) either find an object or just say an “m” word, they get one M&M candy.

5

Next you will do the Letter Song: This also teaches Phonemic awareness and it takes about 3 minutes. The purpose of the music is to reinforce the sound the letter makes and to help the student(s) hear the sound of the letter you are teaching in words.

There is a song for each letter. As you sing the song Use the visual aid on the back page of each lesson, and point to the words as the kids say them.

(click the slide)

Make sure as you sing the song that you say the sounds of the letters correctly.

(click the slide)

Sing along with the student(s).

Again, all of the songs can be downloaded from the Learning Dynamics Resource Site. And the lyrics to each of the songs are found in the Program Guide.

## Step 5: Do an activity!

This activity continues to reinforce phonemic awareness and engages several different learning styles.

Help students find the right page in the student Activity Book.

*munch, munch. (mmmm—rub tummy)  
But most of all, Morty Munching Mouse loves to munch  
on M&M's™ — "mmmmmmmm." (Rub tummy) Munch,  
munch, munch. He just might munch on you!  
(Pretend to munch on the child)*

**Letter Song:** (Phonemic awareness - 3 minutes) Play track #2 of the music. Sing along with the "m" song.

→ **Activity Page:** (Phonemic awareness - 3 minutes) Found in the Student Activity Book on page 1. Show the student(s) how to write the letter "m." Have the student(s) cross out the picture that **does not** start with the sound of /m/ and color the pictures that **do** start with the /m/ sound.

**Letter Song:** (Phonemic awareness - 3 minutes) Sing the "m" song again. Repeat the chant of "m" words, pointing to the words and pictures on the back of this page as you chant.

**Final Check:** (Phonics and Phonemic awareness - 5 minutes) Ask the student(s): *What letter is this? What does it say? Can you tell me a word that starts with the sound of /m/? Good! Now you may keep this little Morty Mouse. He will help you remember what "m" says.*

**Optional Activity:** (Phonemic awareness) Play the "M&M game." Look for things in the classroom that start with the sound of /m/. Each time the student(s) either find an object or just say an "m" word, they get one M&M candy.

5

Next you will do the Activity with the Student(s). This activity teaches phonemic awareness and takes about 3 minutes. This is in the Student Activity Book. The purpose of this activity is to help the student(s) hear the sound of the letter at the beginning of words.

### Step 5: Do an activity!

Help the student(s):

- Practice writing the letter
- Circle the pictures that start with the sound of the letter
- Cross out the picture that does not start with the sound of the letter



Here is how it works:

First start by writing the letter on the top line. Practice just writing the lower case letter, since that is what they will usually see when they read. This writing exercise serves to help the student(s) to internalize the letter to support letter recognition and is not intended to support development of handwriting skills.

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Then point to one of the pictures and say, “this is a mouse, does Mouse start with the sound of /m/? -- it does! Circle the picture of the mouse.” make sure that when you say what the picture is, you really over-emphasize the beginning sound – like “mmmmouse”. Then go on to each picture on that page.

(click the slide)

If the picture does not start with the sound of the letter, cross it out.

After the Activity Page, do the Letter Song again; you can either sing the song a

second time, or play the song while the student(s) color and put away the Activity Page.

## Step 6: Final Check

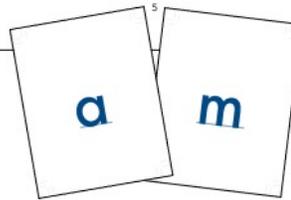
- Use the letter flashcard
- Ask the student(s) what the name of the letter is and its sound.
- Think of words that start with the same sound
- Give the student(s) each a Pop-Out Reward Piece to keep.

**Activity Page:** (Phonemic awareness - 3 minutes) Found in the Student Activity Book on page 1. Show the student(s) how to write the letter "m." Have the student(s) cross out the picture that **does not** start with the sound of /m/ and color the pictures that **do** start with the /m/ sound.

**Letter Song:** (Phonemic awareness - 3 minutes) Sing the "m" song again. Repeat the chant of "m" words, pointing to the words and pictures on the back of this page as you chant.

→ **Final Check:** (Phonics and Phonemic awareness - 5 minutes) Ask the student(s): *What letter is this? What does it say? Can you tell me a word that starts with the sound of /m/? Good! Now you may keep this little Morty Mouse. He will help you remember what "m" says.*

**Optional Activity:** (Phonemic awareness) Play the "M&M game." Look for things in the classroom that start with the sound of /m/. Each time the student(s) either find an object or just say an "m" word, they get one M&M candy.



Then, as a final review of the letter, show the lower case letter flashcard to the student(s)

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ask what the letter name is and what sound it makes.

(click the slide)

Then ask each student if they can think of a word that starts with that sound. Help them if necessary.

(click the slide)

Reward each child with their own Pop-Out Reward Piece to keep and take home. Even if a child doesn't totally understand the letter and sound of that lesson, by giving them a reward, they will feel good inside and want to do another lesson next time.

## Optional Activity

Time permitting

**Activity Page:** (Phonemic awareness - 3 minutes) Found in the Student Activity Book on page 1. Show the student(s) how to write the letter "m." Have the student(s) cross out the picture that **does not** start with the sound of /m/ and color the pictures that **do** start with the /m/ sound.

**Letter Song:** (Phonemic awareness - 3 minutes) Sing the "m" song again. Repeat the chant of "m" words, pointing to the words and pictures on the back of this page as you chant.

**Final Check:** (Phonics and Phonemic awareness - 5 minutes) Ask the student(s): *What letter is this? What does it say? Can you tell me a word that starts with the sound of /m/? Good! Now you may keep this little Morty Mouse. He will help you remember what "m" says.*

→ **Optional Activity:** (Phonemic awareness) Play the "M&M game." Look for things in the classroom that start with the sound of /m/. Each time the student(s) either find an object or just say an "m" word, they get one M&M candy.

5

At the bottom of each letter lesson there is an Optional Activity. These are just some ideas that teach phonemic awareness and are really just extra things you can do to help reinforce the letter you just taught. You can choose to do them if you have extra time.

### Session 3 – Program / Lesson Internalization for Caregivers

#### Caregivers will:

- Know how to prepare to teach a lesson
- Understand the three types of lessons:
  - Letter lessons
  - Review lessons
  - Blending lesson
- Learn how to facilitate small group or individual reading time
- Learn ideas for supports for all learners

Now you know how to teach the letter lessons. We do a review lesson after every 5 Letter Lessons to review the previous 5 letters and sounds.

### Why review?

Learners will rapidly lose their memory of learned knowledge in a matter of days or weeks unless the information is consciously reviewed. Some studies suggest that humans forget approximately **50% of new information within an hour of learning it.** That goes up to an average of 70% within 24 hours

See Art Kohn, Brain Science: The Forgetting Curve—the Dirty Secret of Corporate Training



Why is it important to do review lessons? Learners will rapidly lose their memory of learned knowledge in a matter of days or weeks unless the information is consciously reviewed. Some studies suggest that humans forget approximately **50% of new information within an hour of learning it.** That goes up to an average of 70% within 24 hours

## Review Lessons

- Review the name and sound of the last five letters learned

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So, after every five letters you teach, you will teach a review lesson. The purpose of this lesson is to go back and review the last five letters that you have learned.

## Review with Flashcards

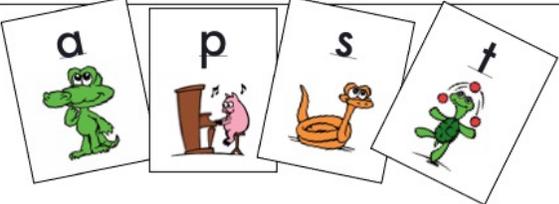
- Use picture flashcards for the last five letters learned.
- Show one at a time.
- Say, “what letter is this?, what sound does it say?”
- Say each letter name and sound several times.
- Help when needed.

<p>Duration of lesson: 15 minutes (Read through the lesson)</p> <p>LETTER REVIEW: Mm, Aa, Pp, Ss, and Tt.</p> <p>PREPARATION: Find the letters in the picture flash cards.</p>	<p><b>Lesson 6</b></p> <p><b>Review</b></p>
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**REVIEW LESSON:**

**Introduction:** (5 minutes) Show the picture flash cards, one letter at a time. Ask the student(s): *What letter is this? What does it say?*

If they are unable to remember, refer to the picture on the card and the story used to teach the letter. Say the letter name and the sound it makes several times.



Let’s look at Lesson 6 in the Lesson Manual.

This is how it works:

First,

Pull out the picture flashcards for the last five letters the student(s) have learned.

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Show the student(s) the cards one-at-a-time

(click the slide)

say, “what letter is this? “m”. good. And what does it say? /m/. good. And so on with each of the five letters.

If they are unable to remember the letter name or sound, refer to the picture on the flashcard and the story used to teach that letter.

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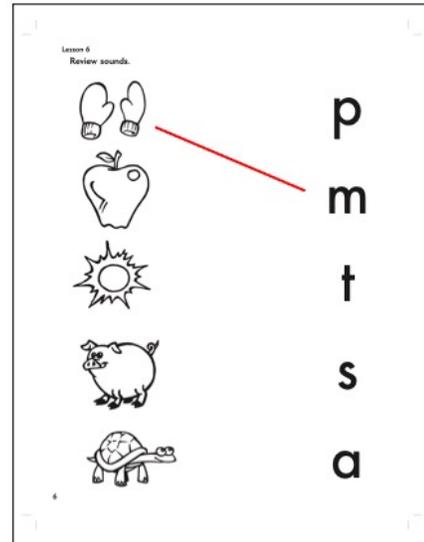
Say the letter name and sound it makes several times.

(click the slide)

Help when needed

## Review Lesson: Activity Page

- Have the student(s):
  - Identify the pictures and their beginning sound
  - Identify the letter that makes that sound
  - Draw a line from the picture to the letter
  - *Tip: use directional flow language like “down to the right”*



Next you will do the activity page for the Review lesson in the Student Activity Book.

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Have the student(s) identify the pictures on the page one-at-a-time and say their beginning sound. For example, “this is a picture of ‘mittens’, what sound does ‘mittens’ start with? /m/. Great.

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Now have the student(s) identify what letter makes that sound? For example, “can you find the letter that says /m/? good, it’s the “m”,”

(click the slide)

Next draw a line from the picture to the letter with your finger, then have the student(s) draw a line down to the right that connects the mittens to the letter “m”. then have the student(s) color the picture.

Make sure that you use directional flow language, like “down to the right”. This helps the student(s) learn print awareness concepts like left to right and top to bottom.

## Review Lesson: Final Check

- Show each of the five flashcards to the student(s) and ask what letter it is and what sound it makes.
- Ask the student(s) to think of a word that starts with that letter's sound.

Duration of lesson: 15 minutes (Read through the lesson)	<b>Lesson 6</b>
<b>LETTER REVIEW:</b> Mm, Aa, Pp, Ss, and Tt.	<b>Review</b>
<b>PREPARATION:</b> Find the letters in the picture flash cards.	

**REVIEW LESSON:**

**Introduction:** (5 minutes) Show the picture flash cards, one letter at a time. *What letter is this? What does it say?*  
Ask the student(s):  
If they are unable to remember, refer to the picture on the card and the story used to teach the letter. Say the letter name and the sound it makes several times.

**Activity Page:** (5 minutes) Show the student(s) the activity page found in the Student Activity Book on page 6. Tell them the names of the things pictured, emphasizing the beginning sound. Show them how to match the letter with the picture of the same beginning sound. Draw a line between them with your finger. Then have the student(s) draw the lines with a crayon and color the picture.

→ **Final Check:** (5 minutes) Show each card again and ask: *What letter is this? What does it say?*

**Optional:** Track student mastery of letter/name sounds on the ABC Name/Sound Log. This Log and guidance is located in the Program guide. The Program Guide can be downloaded from the Learning Dynamics Texas resource site.

**Give lots of positive praise and encouragement.**

For the Final Check, show the flashcards to the student(s) again and ask what letter it is and what sound it makes.

(click the slide)

Ask the student(s) to think of a word that starts with that letter's sound.



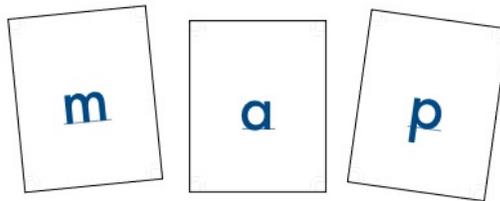
### **Session 3 – Program / Lesson Internalization for Caregivers**

#### **Caregivers will:**

- Know how to prepare to teach a lesson
- Understand the three types of lessons:
  - Letter lessons
  - Review lessons
  - Blending lesson
- Learn how to facilitate small group or individual reading time
- Learn ideas for supports for all learners

You now know how to teach the Letter lessons and the Review lessons. Now let's learn how to teach the Blending Lesson!

Imagine the excitement of a child who can read words after two weeks of learning!



Can you imagine how exciting it will be when the student(s) start reading words after just a couple weeks of learning?!?



Learning Dynamics has developed a unique way to help children blend phonemes.

Student(s) start reading words after just 5 letters and sounds!

Open up Lesson 7 in the Lesson Manual and follow along!



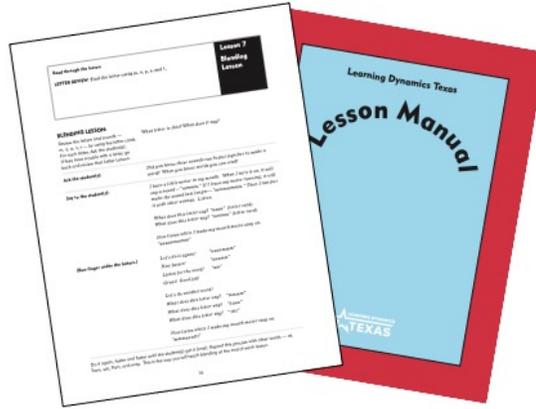
**TEA**

Learning Dynamics has developed a unique way to help children blend phonemes.

The secret to Learning Dynamics Texas is that student(s) start reading words after learning only five letters and sounds!

The idea is that if students know that the letter “a” says /a/ and the letter “m” says /m/, then let’s teach them to read the word “am”! – we don’t need to worry about all of the other letters and sounds at this point – let’s learn to blend sounds together and learn to read with just the letters and sounds we have learned up to this point.

Open up the Lesson Manual to Lesson 7 and follow along!



## Blending Lesson

- Start by reviewing the 5 letters and sounds
- Use the blue letter flashcards



**Lesson 7**  
**Blending**  
**Lesson**

Read through the lesson

**LETTER REVIEW:** Find the letter cards m, n, p, s, and t.

**BLENDED LESSON:**  
Review the letters and sounds — m, n, p, s, t — by using the letter cards. For each letter, ask the student(s): If they have trouble with a letter, go back and review that Letter Lesson.

**Ask the student(s):** Did you know these sounds can be put together to make a word? When you know words you can read!

**Say to the student(s):** I have a little motor in my mouth. When I turn it on, it will say a sound — "mummm." If I leave my motor running, it will make the sound last longer — "mummmmmmm." Then I can put it with other sounds. Listen.

What does this letter say? "mummm" (letter card)  
What does this letter say? "mummm" (letter card)

Now listen while I make my mouth motor stay on.  
"mummmmmmm"

**(Run finger under the letters.)** Let's do it again! "mummmmm"  
Now faster! "mummm"  
Listen for the word! "um"  
Great! Good job!

Let's do another word!  
What does this letter say? "mummm"  
What does this letter say? "mummm"  
What does this letter say? "mummm"  
What does this letter say? "mummm"

Now listen while I make my mouth motor stay on.  
"mummmmmmm"

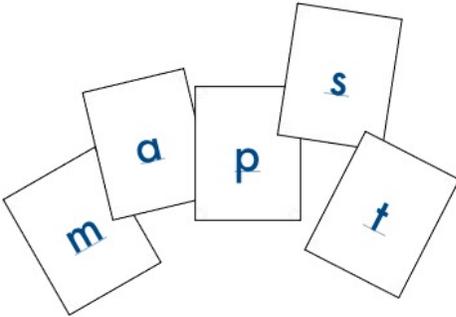
Do it again, faster and faster until the student(s) get it (great). Repeat this process with other words — ot, som, sat, Pam, and map. This is the way you will teach blending at the end of each lesson.

16

First start out by reviewing the five letters and sounds they have learned.

(click the slide)

Use the blue letter flashcards.



- Say “what letter is this?, what does it say?”
- Give help when needed.
- Tell the student(s) that sounds can be put together to make words!

Show the student(s) a letter and say, “what letter is this?” Then say, “what does it say?” Then move on to the next letter and so on through each of the 5 letters and sounds. If the student(s) struggle with any of the letters or sounds, take a little time and remind them what they are!

(click the slide)

Now, say to the students, “did you know that sounds can be put together to make a word? And when you know words, you can read! That is so exciting!”

## Teach: “ Keep the motor running!”

Say to the student(s):

- *I have a little motor in my mouth? And when I turn it on, I can make a sound!*

*Like this:*

“mmmmm”

- *And, if I keep my motor running, I can make the sound last longer! Like this:*

“mmmmmmmmmmmmmmmmmmmm”

**Teacher Tip:**

*As you teach this concept, point to your cheek when you tell them about the motor in your mouth.*

*When you make the sound, pretend to turn a key, or turn on a motor, then turn it off when you stop the sound.*

Say to the student(s):

Let me tell you a little secret – did you know that I have a little motor in my mouth? And when I turn it on I can make a sound! Like this.....”mmm”

(click the slide)

And.... If I keep my motor running, I can make the sound last longer!!! Like this! “mmmmmmmmmmmmmmmmmmmm”, see how that works?

(click the slide)

Here is a little Teacher Tip:

*As you teach this concept, point to your cheek when you tell them about the motor in your mouth.*

*When you make the sound, pretend to turn a key, or turn on a motor, then turn it off*

*when you stop the sound.*



## Teach: “ Keep the motor running!”

Say to the student(s):

- If we put letter sounds together we can make words?
- The secret is to make sure we keep the motor running between the letters.
- Do NOT stop the motor from running in between the sounds of the letters.

Now say to the student(s), “If we put letter sounds together we can make a word!  
And that is how we read!!

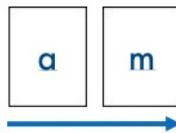
BUT.. the secret.. is to make sure we keep the motor running between the letters!  
This is super important!

Do NOT stop the motor from running in between the sounds of the letters! OK?

## Teach: “ Keep the motor running!”

- Show the student(s) the “a” card and say, “what letter is this? What sound does it make?” /a/
- Show the student the “m” card and say, “what letter is this? What sound does it make?” /m/
- Demo to the student(s): “Now I will turn my motor on and make each of these two sounds, BUT, I will NOT stop the motor in between them. Listen:

“aaaaaaaaaaaaaaaaammmmmmmmmmm”



### Teacher Tip: Use visuals:

- Use the letter flashcards “a” and “m”. They only know short vowel “a” so far, so use that sound.
- Pretend to turn the key when you turn on your motor.
- Run your finger under the “a” flashcard and keep it going under the “m” flashcard as you make the sounds.
- Be sure to NOT break the sound between the “a” and “m”.

Show the student(s) the “a” flashcard and say, “what letter is this?” “a” and “what sound does it make?” /a/. Good!

(click the slide)

Now show the student(s) the “m” flashcard and say, “what letter is this?” “m”, and “what sound does it make?” /m/. Great!

(click the slide)

Say to the student(s), “Now I will turn my motor on and make each of these two sounds BUT I will NOT stop the motor in between them. Here we go....

“aaaaaaaaaaaaaaaaammmmmmmmmmm”.

Here are a couple tips: Use the blue letter flashcards “a” and “m”. They only know the short vowel sound of “a” so far, so use that sound.

(click the slide)

Pretend to turn the key on your cheek when you turn on your motor.

(click the slide)

Run your finger under the “a” flashcard and keep it going under the “m” flashcard as you make the sounds.

(click the slide)

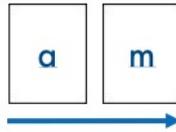
And Be sure to NOT break the sound between the “a” and “m” sounds.

## Teach: "Keep the motor running!"

Now sound out with the student(s):

"Did you hear how I kept the motor running between the sounds? OK, Let's see if you can do it with me and let's see what the word is! Ready? Turn your motors on! Go."

"aaaaaaaaaaaaammmmmmmmm"



Say to the student(s), "Did you hear how I kept the motor running between the sounds? OK. Lets' see if you can do it with me and let's see if we can figure out what word we are going to read! Ready? Turn your motors on! Go.

"aaaaaaaaaaaaammmmmmmmmmmmmmmmm"

## Teach: “Keep the motor running!”

Continue to sound out with the student(s):

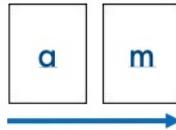
“Good job, now let’s do it a little faster.  
Keep that motor running!

“aaaaaaaammmm”

“aaaammmm”

“aaammm”

“am”



### Teacher Tip: Keep the “motor” on:

- Turn on motor.
- Run finger under flashcards left to right
- Be sure to NOT break the sound between the “a” and “m”.
- Say to the student(s), “what word is it? “am”!  
You read your first word!!
- Give lots of praise.

Good job, now let’s do it a little faster. Keep that motor running! Ready? Go.

“aaaaaaaammmmmmm”

“aaaaammmm”

“aaammm” – what word is it?

“am” – “am”! you read your first word!!!

That was incredible! You are so smart!

Remember a couple tips:

Turn on the motor

(click the slide)

Run finger under the flashcards left to right

(click the slide)

Be sure to NOT break the sound between the “a” and “m” sounds

(click the slide)

Say to the student(s), “what word is it? “am”! You read your first word!”

(click the slide)

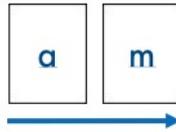
Give lots of praise!

## Practice reading more words:

- Sam
- Pam
- Map
- Sap
- Tap
- Mat
- Pat

*Teacher Tip: Keep the "motor" on:*

- Turn on motor.
- Run finger under flashcards
- Be sure to NOT break the sound between the "a" and "m".
- Say to the student(s), "what word is it? "am"! You read your first word!!
- Give lots of praise.



Practice with as many words as you can with just the five letters you have learned. Make sure you only read three letter words at this point. Four letter words are too hard to begin with. They will progress to that, but for now just do three letter words.

Do words like: am, sam, pam, map sap, tap, mat, and pat.

Again, remember. The key is for the student(s) to NOT let the motor in their mouth stop in between the letter sounds. Practice keeping that motor running!

### **Blending Guidance:**

- Some students will understand blending right away and some will not.
- Student(s) will understand the blending at their own pace.
- Keep doing Letter Lessons and practice blending at the end of each lesson.

Now, As you do this you will see that some students will understand this blending concept right away, and some will not.

Some of those students who get it will actually light up – it is a visible change in their countenance, it is so exciting. But for some students – it will sail right over their head and they will look at you like they have no idea what you are talking about.

That is OK! They will get it when they are ready. It doesn't mean they aren't smart. The student(s) will understand and get it at different times. So keep moving forward with the Letter Lessons.



### Session 3 – Program / Lesson Internalization for Caregivers

#### Caregivers will:

- Know how to prepare to teach a lesson
- Understand the three types of lessons:
  - Letter lessons
  - Review lessons
  - Blending lesson
- Learn how to facilitate small group or individual reading time
- Learn ideas for supports for all learners

Now you have learned how to teach each of the lesson types in the Lesson Manual! The next part of this training session it to Learn how to facilitate small group or individual reading time.

## Reading Books

Think of your own experience. How long do you think it takes before a child reads his/her own book?

With the Learning Dynamics system this happens within 4 weeks for most students. The next section will help you understand why this works, and how to have success.

Have your books close by during this section so you can refer to them as we learn together.

Think of your own experience. How long do you think it takes before a child reads his/her own book?

(click the slide)

With the Learning Dynamics system this happens within 4 weeks for most students. The next section will help you understand why this works, and how to have success.

(click the slide)

Have your books close by during this section so you can refer to them as we learn together.



## Reading Books

- Start books after 8 letters and sounds and blending.
- Blue set – (23 books) short vowels
- Red set – (10 books) long vowels
- Yellow set – (10 books) consonant blends
- Green set – (10 books) digraphs
- Read the books in this order.

Once the student(s) know the first eight letters and sounds and can blend them together to form words, they can start reading their first Learning Dynamics decodable reading book. There are 4 sets of reading books for a total of 53 books:

- The blue set focuses on consonants and short vowels
- the red set focuses on long vowels
- the yellow set on consonant blends
- and the green set on digraphs

Make sure the student(s) read the books in this order.



## Reading Books

- Read Individually or in small groups.
- Read at least once a week with student(s).
- The more you can read with the student(s), the better they will progress.

As the student(s) begin reading books, you can either read with them individually or have them read in small groups as often as possible,

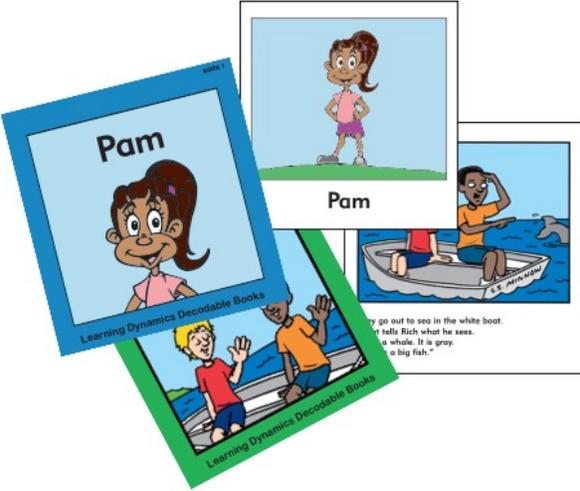
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Make sure to read with them at least once a week.

(click the slide)

Obviously, the more you are able to read with the student(s) the better they will progress.

(click the slide)

**Reading Books**

Read in Sequential Order

- Start with Blue Book 1 – Pam.
- Only uses 8 letters and sounds.
- Books build in sequential order.
- Learn a few more letters and sounds and get into the next book.



The first book the student(s) will read is Blue Book 1 - Pam.

(click the slide)

The first 4 books only use words made up from the first eight letters and sounds that the student(s) have learned, so they get plenty of practice!

(click the slide)

However, Each subsequent book builds upon the last one and gets more advanced –

(click the slide)

so as the student(s) learn a few more letters and sounds, they get into the next book and so on until they reach the end of the program.

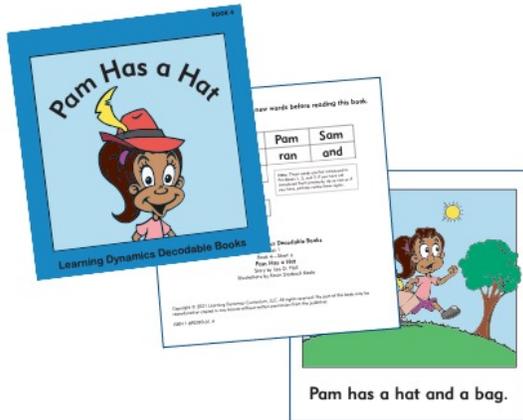
## Reading Books

- Students will read at different paces.
- Students understand letters and sounds and blending at different times from each other.
- As expected, they will be ready to read books at different times from each other.
- Students will progress through Reading Books at different paces.

Student(s) will all read at a different pace and will understand letters and sounds and blending at different times from each other.

As a result, each student will be ready at different times to begin reading books. This is expected.

So, naturally, The students will progress through the reading books at different paces.



## How to Introduce a Book to Student(s)

- Show them the book.
- Explain print awareness concepts: top to bottom and left to right.
- Show the front and back cover.
- Show how words make sentences.
- Show upper and lower case letters.

Start by showing the student a book.

(click the slide)

Explain print awareness concepts to the student(s) such as; when we read books we always read from top to bottom and from left to right.

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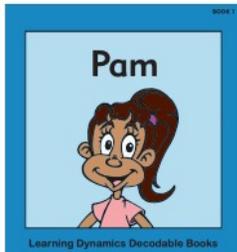
Show them the cover front and back,

(click the slide)

then open the book and show them that words make sentences, and

(click the slide)

that at the beginning of sentences there are capital letters or upper-case letters, but that most of the words are made up of lower-case letters.



## How to Introduce a Book to Student(s)

1. Read the title together.
2. Sound out the new words inside the front cover of the book
3. If there are any sight words listed on the front cover, tell student(s) what they are – don't sound out the sight words.
4. Look at the pictures together.

When you introduce a new book to the student(s), read the title together. Help the child sound out the title, its ok if you want to use your finger to read the word – sometimes this will really help beginning readers to keep that motor running in between the letter sounds as they are learning to read.

(click the slide)

Next, Help the student(s) sound out the new words listed on the inside cover.

(click the slide)

If there are any sight words in the book, they will be listed under the New Words. Simply tell the student(s) what the words are, tell them that these are sight words and we do not sound them out. You could say something like, this word is “a”, and this word is “has”.

(click the slide)

Then look at the pictures together and talk about them.



### How to Introduce a Book to Student(s)

5. Read the book to the student(s)
6. Have the student(s) read the book to you (if it is a longer book, only have them read a couple of pages).
7. Help when needed.

After you have read the words inside the front cover, then read the entire book to the student(s).

The first thing that kids want to do when they open a book is look at the pictures. So take just a minute and read the book and look at the pictures. This satisfies the curiosity of the student(s) and they will be ready to sound out the words.

(click the slide)

Now, have the student read the book to you, sounding out each word.

(click the slide)

Help them when needed and make sure to just tell them what the sight words are – don't sound these out.

(click the slide)





**Extrinsic motivation**

“Completing a task or exhibiting a behavior because of outside causes such as avoiding punishment or receiving a reward.”

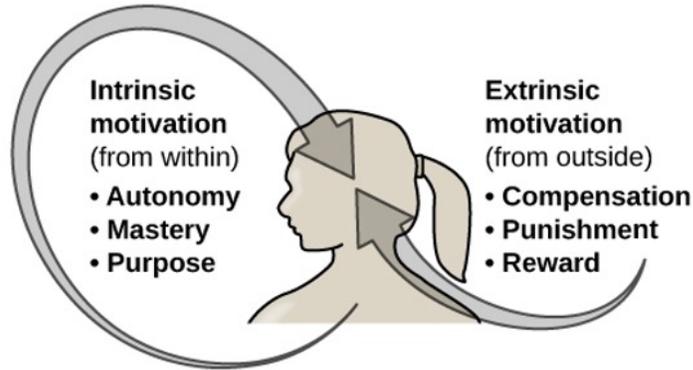
**Intrinsic Motivation**

*“Doing activity for its inherent satisfaction rather than for some separable consequence.”*

Often times, the school experience can be filled with an overabundance of extrinsic motivation. Which is, “Completing a task or exhibiting a behavior because of outside causes such as avoiding punishment or receiving a reward.”

What is intrinsic motivation? “Doing an activity for its inherent satisfaction rather than for some separable consequence”

With Learning Dynamics Texas and taking home the decodable readers, the student(s) want to read!



Learning Dynamics Texas employs both intrinsic and extrinsic motivation to bring about success. **Lessons have been designed for each child to succeed, every time.** This success brings about intrinsic motivation. Success is shared at school and at home bringing about extrinsic motivation.

## Passing off a Book with the Student(s)

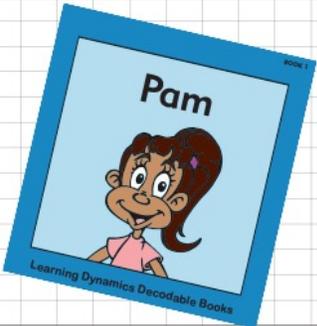
Passing off a book with a student means that they can read the book well enough (with less than 10 mistakes) to move into the next reading book in the series.

Let's talk about passing off a book with a student, which means that they can read the book well enough (with less than 10 mistakes) to move into the next reading book in the series.

Reading Log

Student's Name Write the number of the book student is currently reading in the square. Circle the number when passed off.

1	Sarah	9/2	1
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			



## How to Pass off a Book with Student(s)

- On the student's next reading day:
- Check Reading Log to see what book student is reading.
- Student(s) read book to you (don't read the words inside cover, just read the book).
- Help when needed.
- Less than 10 mistakes

The student will need to pass off the reading book they took home and get another book from you on the next reading day for that student(s)

To do this,

(click the slide)

First, look at the Reading Log to see what book that student is on.

(click the slide)

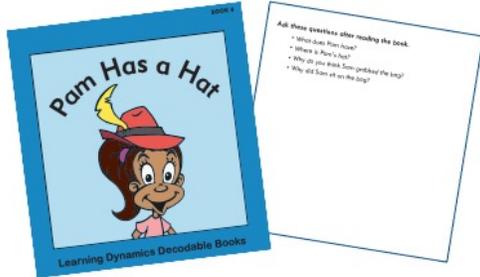
Open the book and have the student read the book to you.

(click the slide)

If the student struggles with some of the words, help them sound them out using your reading finger and reminding them to keep the motor in their mouth running as they read each word. It is not necessary to read the words on the inside front cover when they are passing off a book – they only read those when they are getting their next new book.

(click the slide)

If the student(s) can read the book with only a few mistakes – and you really have to be the judge of this, but if you feel they are doing pretty good, and if they don't make more than maybe 8-10 mistakes, pass off the book and move them into the next book.



## How to Pass off a Book with Student(s)

- After the student(s) have read the book, ask comprehension questions at the back of each book.
- Questions begin with Blue Book 4 Pam Has a Hat.
- Some questions are inferential
  - use student(s) experiences
  - teach context of questions
  - think about possible answers

After the student(s) has read the book, ask the comprehension questions at the back of the book.

(click the slide)

These questions start with Blue book #4 – Pam Has a Hat.

(click the slide)

Some of the questions are inferential. As you ask these questions you can draw upon the student(s) experiences to answer the questions, this is also a teaching moment for you to help them understand the context of the questions and to think about possible answers.



## How to Introduce a New Book - Summary

- Read the title together
- Student(s) read words on inside front cover
- Teach them the sight words
- Read the book to the student(s)
- Student(s) read the book to you
- Fill out the Reading Log

Remember, when you introduce a new book to the student – follow the exact same steps as before:

- read the title together
- student(s) reads the words on the inside front cover
- Teach them the sight words
- then read the book to the student and look at the pictures
- Have the student read a few pages to you
- and then fill out the Reading Log with the number of the new book they just received.

### **Session 3 – Program / Lesson Internalization for Caregivers**

#### **Caregivers will:**

- Know how to prepare to teach a lesson
- Understand the three types of lessons:
  - Letter lessons
  - Review lessons
  - Blending lesson
- Learn how to facilitate small group or individual reading activities
- **Learn ideas for supports for all learners**

You have now learned how to teach all the lessons and how to help the student(s) start reading. Not all student(s) are the same and some will progress faster than others. So, in the final part of this training session, you will:

Learn ideas of how to work with and support diverse learners.

- Student(s) will progress and learn at different rates.
- Continue teaching the Letter Lessons 3 times / week
- Continue to teach blending at the end of each Letter Lesson.

As mentioned, students will progress and learn at different rates. This is expected. What do you do if some student(s) aren't understanding as you go through the lessons?

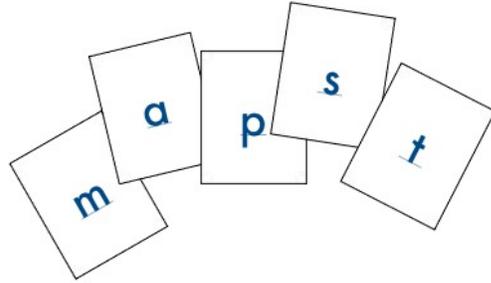
Continue teaching the Letter Lessons three times a week.

Continue to teach the blending at the end of each Letter Lesson. Some students will learn the letters and sounds and start blending immediately, and some students will struggle a bit and it will take time for them to get it.

## Strategies:

### 1. Work with flashcards

- Sorting letters into shapes i.e. curved letters vs. letters w/ corners or straight lines. Looking at the similarities and differences.
- Matching letter flashcards to picture flashcards.
- Follow up with explicit instruction of what the letter name is and what sound it makes.



There are, however, several strategies you can implement with diverse learners:

one idea is to work with flashcards.

(click the slide)

You can have the student(s) work on sorting letters into shapes i.e. curved letters vs. letters w/ corners or straight lines. Looking at the similarities and differences.

(click the slide)

Matching the picture flashcards with the letter flashcards for the letters the students have learned.

(click the slide)

Be sure to follow up with explicit instruction of what the name of the letter is and what sound it makes.

**Strategies:**

**2. Use the room**

Identify items around the room that start with the sound of the letter you are practicing.

Another idea is to look around the room and identify items that start with the letter sound you are practicing.

**Strategies:**  
**3. Sticky notes**

Posting sticky notes with the letter written on it on items in the room that start with that letter.  
Example: post a “d” on the door.



Then, post sticky notes with the letter written on it on items in the room that start with that letter. Example: post a “d” on the door.

**Strategies:**

**4. Write on different surfaces**

Practice writing letters on different surfaces

- Either with your finger or a pencil and repeating the letter name and sound.
- Tactile approach can help student(s) learn the letter name and sound.



You can also practice writing letters on different surfaces or different mediums. Sometimes this tactile approach can help student(s) learn the letter names and sounds.



**This works!!**

Follow Learning Dynamics Texas with fidelity and make it fun for the student(s).



Remember, through all of the lessons and activities that you do, continue to follow the systematic explicit approach to instruction. Follow the Learning Dynamics Texas early reading program with fidelity. And make it fun for the student(s).

## Knowledge Check!

1. How many activities from a letter lesson can you name?
2. At what point do children learn to blend letters and read words?
3. What are the basic steps of the blending lesson?
4. At what point are children introduced to their first reading book?
5. Describe the process of reading books (including when, how, and the home experience).
6. List 3 strategies or tips you can remember to have success.

Answer the following questions in your participant notebook.

1. How many activities from a letter lesson can you name?
2. At what point do children learn to blend letters and read words?
3. What are the basic steps of the blending lesson?
4. At what point are children introduced to their first reading book?
5. Describe the process of reading books (including when, how, and the home experience).
6. And list 3 strategies or tips you can remember to have success.



## Post Webinar Survey

Please fill out the following survey:

<https://www.surveymonkey.com/r/learningdynamicstexas>



Alright. Well, that is the end of session 3.

We invite you to now go to the URL below and fill out the post webinar survey.

Thank you.



End of Session 3 training



Click the following link to take a survey.